

# 3<sup>rd</sup> Euro Nursing & Medicare Summit

July 27-29, 2015 Valencia, Spain

## Innovative teaching strategies: Examples from practice-hybrid simulation to high fidelity simulation

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**Background:** Nursing is a profession that theoretical and practical training need to be integrated. Different education strategies have been used to improve students' psychomotor and communication skills such as simulation, standardized patients and part-task trainers. Students can examine all other parts of each other's bodies during the learning process; the sensitive parts of the anatomy remain areas that are not routinely appropriate. Performing a clinical procedure required integration of the acquisition of a technical skill with effective communication skills.

**Purpose:** Hybrid simulation allows students to practice complex skills and therapeutic communication simultaneously. Emergencies that require manual and verbal skills can be trained with 'hybrid' simulation. Increase realism and allow communication between team members and the patient.

**Method:** We used to hybrid simulation in this study. Standardized patients provide feedback from the patient's viewpoint, highlighting a perspective that is often overlooked in clinical skills teaching and assessment. Hybrid simulation has also taken the form of pairing simulators with other simulators.

**Results:** This study indicated that nursing students' satisfaction and confidence/competency were high after participating in hybrid simulation sessions. According to the study results, it is recommended to use hybrid simulation in nursing education as an innovative teaching strategy to develop students' clinical competencies and confidence.

**Conclusion:** The outcomes following hybrid simulation experiences are of an incredible benefit to nursing students and faculty. It allows students to practice skills and communication techniques simultaneously and gives them the multitasking experience that they would get on the clinical floor. It can increase the diversity and complexity of simulation activities that can be offered to students to cover complex scenarios and ensure patient safety, respect, and dignity during real-life encounters.

### Biography

Fusun Terzioglu graduated in first place from Hacettepe University in 1989. She won the İhsan Dogramaci Superior Merit Award and Student Science Incentive Award. She studied about counseling on assisted reproductive techniques at Liverpool Women's Hospital Reproductive Medicine Unit in United Kingdom. In 2007, she worked on a project named "Development of Leadership Skills in Nursing Doctoral Students" at University of Michigan Faculty of Nursing. She worked as a Research Assistant at Hacettepe University School of Nursing in the Maternity and Women's Health Nursing Division from 1990 to 1997. She was promoted to Assistant Professor in 1998, Associate Professor in 2006 and Professor in 2012. She worked as a Co-Head of Nursing Department, Erasmus Department Coordinator, Head of Strategic Planning Group and board member of Hacettepe University Women's Research and Implementation Center (HUWRICH) between 2009 and 2011. Her interest subjects are sexuality and reproductive health and management and leadership. She is member of national and international nurse's organizations such as INDEN and Sigma Theta Tau. She has been working as a Director of Nursing Services at Hacettepe University Hospitals since September 2012 and Founding Dean of Faculty of Nursing between 2012- 2013.

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